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ABSTRACT

Designed to grade children's knowledge of commonly used instructional terms in a particular language arts program, the AIT consists of a verbal part and a situational part. Each part assesses the same commonly used instructional terms: word, begin, letter, name, makes sense, beginning sounds, print, trace, capital letter, rhyme, period, stands for. In the situational task the terms are assessed in a worksheet format and the child is required to find an example in a functional situation. The verbal part consists of three questions for each term: a general question asking for a definition, a question concerning the use of the term, and a request for an example. The responses to the second and third questions in the verbal part may be analyzed statistically and compared to the response for the situational tasks. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading/language arts), title, author, date, age range (primary grades), purpose, and physical characteristics.) (HTH)

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Assessment of Instructional Terms (AIT).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation in the English Language Arts Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS 207917

Category: Reading/Language Arts

Title: Assessment of Instructional Terms (AIT)

Author: Idrenne Alparaque and William T. Fagan

Age Range: Primary Grades

Description of Instrument:

Purpose: The Assessment of Instructional Terms was designed to grade one children's knowledge of commonly used instructional terms in a particular language arts program.

Date of Construction: 1983

Physical Description: The AIT consists of two parts--a verbal part and a situational part. In each part the same twelve commonly used instructional terms are assessed. These are: word, begin, letter, name, makes sense, beginning sounds, print, tract, capital letter, rhyme, period, stands for. In the situational task the terms are assessed in a worksheet format. The directions are phrased so that the term focused on is the only technical term used.

The verbal part consists of three questions for each term. The first is a general question simply asking the child "What does _____ mean to you? The second and third questions seek a function and exemplar of the word, respectively. The first question is designed so that the responses can be analysed descriptively. The responses to the second and third questions may be analysed statistically and compared to the response of the situational tasks, which require the child to find an exemplar in a functional situation.

A sample item from each part of the AIT for the term "capital letter" is given below:

(Verbal Task)

- (a) What does capital letter mean to you?
- (b) Where would you use a capital letter?
- (c) Can you show me a capital letter?

(Situational Task)

PUT AN X ON THE CAPITAL LETTERS.

see m H

G 42 

27 c R

Validity, Reliability, and Normative Data:

Content validity may be claimed for the AIT from a number of perspectives. (1) The terms assessed were those which commonly occurred in a language arts program at the primary level (Starting Points in Language Arts, Level I, Ginn). (2) Six criteria or guidelines for each task (verbal and situational) were developed and followed in the construction of the instrument. (3) Three graduate students evaluated the tasks in terms of the guidelines developed. (4) Two pilot studies were conducted in order to finalize the task questions.

Construct validity may be claimed for the instrument in the sense that (Fisher, 1981) served as a theoretical framework for elucidating the steps necessary to complete the task and which assisted with the formation of the guidelines. Finally, ecological validity is based on the results of the study which showed that the instrument was able to differentiate the knowledge of a high and low reader group at the grade one level.

Interrater reliability was established on ten per cent of the protocols of the situational task and questions 2 and 3 of the verbal part (used for statistical analysis) and on twenty per cent of the protocols for question 1 of the verbal part (analysed descriptively). The level of agreement between two independent raters for all analyses was one hundred per cent.

Related Documents:

Alparaque, I. The Young Child's Understanding of Commonly Used Instructional Terms in Language Arts. Unpublished Master's Thesis. The University of Alberta, Edmonton, Alberta, Canada. 1983.

Fisher, D. L. "Functional Literacy Test: A Model of Question-Answering and Errors." Reading Research Quarterly. 1981, 15 (3), 418-447.
(EJ 245 664)

APPENDIX B

INSTRUCTIONS FOR VERBAL TASK

Instructions:

I'm interested in finding out how Grade One's think about things they do in Language Arts. I'm hoping you can help me. I'm going to say a number of things to you and I want you to tell me what they mean. "Let's try one."

Terms:

Book

- (a) If I say book, what does book mean to you? What is a book?
- (b) What would you do with a book?
- (c) Can you show me a book?

Pencil

- (a) What does pencil mean to you? Tell me what a pencil is.
- (b) What would you do with a pencil?
- (c) Can you show me a pencil?

Word

- (a) What does word mean to you?
- (b) What are words used for?

(c)₁ Can you show me a word? (This third question allows for the ambiguous aspect of its meaning.)

(c)₂ Tell me a word.

Begin

(a) What does begin mean to you?

(b) What's your favorite game? How do you begin it? Is that the very beginning?

(c) Can you begin something for me? (Depending on the action ask what/when was the beginning.)

Letter

(a) What does letter mean to you? (If correspondence "Is there something else that letter can mean?")

(b) Where would you use letters?

(c)₁ Can you show me a letter? (as in c)

(c)₂ Tell me a letter.

Print

(a) What does print mean to you?

(b) When would you print?

(c) Can you print something for me?

Trace

- (a) What does trace mean to you?
- (b) When would you trace something?
- (c) Can you trace something for me? (Have pertinent materials ready.)

Capital letters

- (a) What does capital letter mean to you?
- (b) Where would you use a capital letter?
- (c) Can you show me a capital letter?

Name

- (a) What does name mean to you?
- (b) When would you use a name?
- (c) Can you tell me a name?

Make sense

- (a) What does make sense mean to you?
- (b)₁ Why is it important to make sense?
- (b)₂ What happens when you don't make sense out of something?
- (c)₁ Tell me something that makes sense.
- (c)₂ Tell me something that doesn't make sense.

Beginning sound

- (a) What does beginning sound mean to you?
- (b)₁ What would you do with a beginning sound?
- (b)₂ Why would you study a beginning sound?
- (b)₃ How can they help you in Reading?
- (c) What is the beginning sound in your name?

Rhyme

- (a) What does rhyme mean to you?
- (b) Where do you hear rhymes? When do things rhyme?
- (c) Can you say two things that rhyme?

Period

- (a) What does period mean to you? What is a period?
- (b) Where and why would you use a period?
- (c) Can you show me a period?

Stands for

- (a) What does stands for mean to you?
- (b) Why do you need to know that sounds stands for letters?
Like /b/ stands for "b".
- (c) What stands for /t/.

INSTRUCTIONS FOR SITUATIONAL TASK

SAMPLE

TERMS:

Book Put an X on the book.

Pencil Put an X on the pencil.

TERMS:

Word Put an X on the word.

Letter Put an X on the letters.

Begin 1. These are lines. Put an X where
each line begins.

2. Put an X where each begins.

Name 1. Put an X on a name of a dog.

2. Put an X on the children's names.

Make sense 1. Put an X on the ones that make sense.
2. Put an X on the pictures that make sense.

Beginning sound 1. Look at line 1. Put an X if you
hear the beginning sound. Look at
line 2, etc.
2. Look at line 1. Put an X if you hear
the beginning sound. Look at line 2,
etc.

Print 1. Print G, d, m.
2. Put an X on the one that is printed.

Rhyme Look at line one. Put an X if they
rhyme.

Capital letter

Put an X on the capital letter.

Trace

Trace R, H and the pig.

Period

Put an X on the periods.

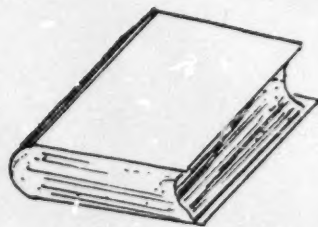
Stands for

1. This says "heart". Put an X on the picture that stands for "heart".
2. Put an X on the one that stands for /s/.

BOOK (Sample Item)



love



PENCIL (Sample Item)



ball



WORD

cat

m



Gg

dw

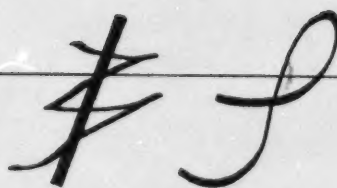


p



c d

4



BEGIN

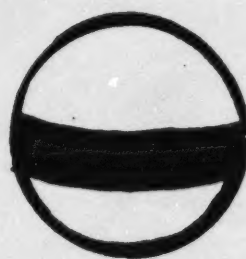
BEGIN

Mommy
cat
elephant Sun

NAME

Eat

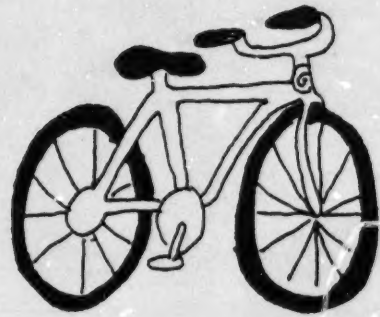
Run



Spot Is

NAME

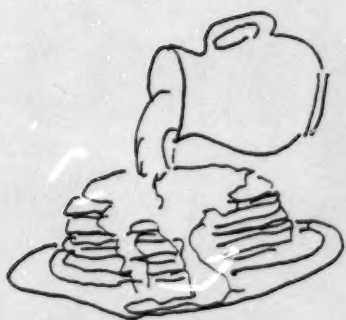
Bill



Was

Blue

Sue



1. The dog barked.

2. The cow is in
the field.

3. The school ran
away.

BEGINNING SOUND

1. — p b m r t

2. — fish

3. — 

4. — m g t e

1. — sat

2. — father

3. — dollar

4. — mother

PRINT

1. G

G

2. d

d

3. m

m

PRINT

f

f

L

S

b

B

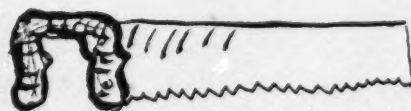
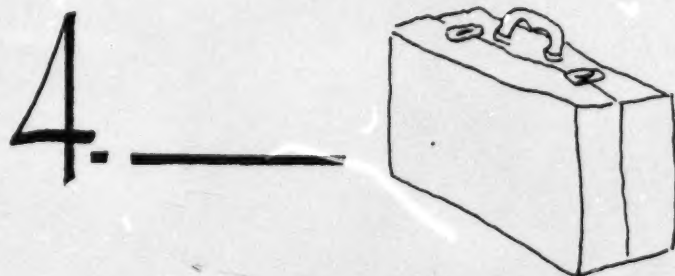
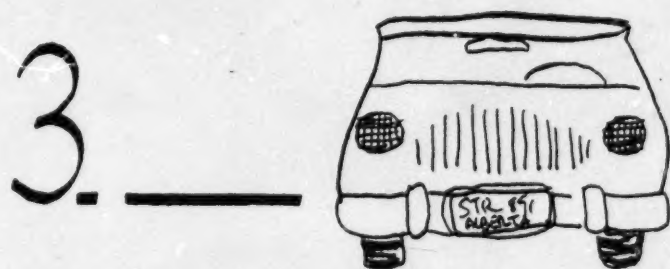
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1. _ b p

2. _ cat cot



CAPITAL LETTER

see m H

G 42 

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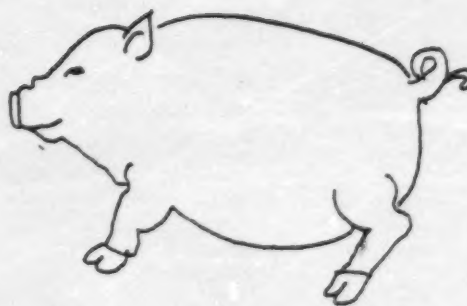
TRACE

R

R

H

H



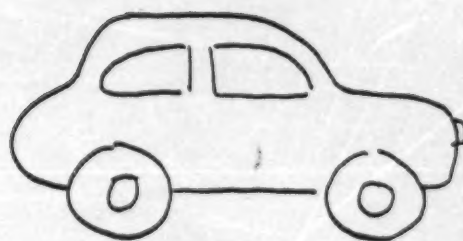
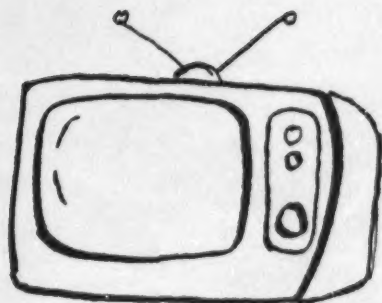
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STANDS FOR



STANDS FOR

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